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## Notes and News

### State Correspondents

|   |   |
|---|---|
| Arkansas, Fannie A. Baker,<br>Fort Smith High School                    | Ohio, E. B. de Sauzé, Director<br>of Modern Languages, Cleve-<br>land and Charles Bulger, Akron<br>University |
| California, I. C. Hatch, Poly-<br>technic High School,<br>San Francisco | Oklahoma, Faith Goss, Central<br>High School, Tulsa   |
| Iowa, Chas. E. Young, State<br>University, Iowa City                    | Pennsylvania, Isabelle Bronk,<br>Swarthmore College,<br>Swarthmore  |
| Kansas, Mabel Duncan, Senior<br>High School, Arkansas City              | South Dakota, Caroline Dean,<br>Yankton   |
| Louisiana, L. C. Durel, Tulane<br>University                            | Tennessee, F. P. Jackson, Van-<br>derbilt University, Nashville   |
| Maine, Roy M. Peterson, Uni-<br>versity of Maine, Orono                 | Washington, Grace I. Liddell,<br>Lincoln High School, Tacoma  |
| Nebraska, Abba Willard Bowen,<br>Peru State Normal School               | Wisconsin, B. Q. Morgan, Uni-<br>versity of Wisconsin, Madison  |
| New York, Charles H. Holz-<br>warth, West High, Rochester               |   |

The Department of Spanish of the University of Maine has recently made an investigation of the extent to which Spanish is taught in the secondary schools of that state. Two years of study in the language are offered in several of the larger high schools, including Bangor, Bath, Houlton, Lewiston, Old Town, Portland and Rockland. Three years' work is offered in Deering High School of Portland. Several private academies have introduced courses in the language, while others report that they are planning to do so soon. In most cases instruction in Spanish in the secondary schools of the state started in 1918, but Rockland High and Westbrook Academy have maintained courses since 1915. The subject has not been introduced in the smaller high schools.

Professor Ralph W. Scott, formerly teacher of Spanish in the Hotchkiss School, Connecticut, has been appointed Professor of Spanish and Italian in Washington and Jefferson College.

Professor H. W. Church, formerly of Monmouth (Ill.) College, returned last autumn from a term of service overseas in the Foyers du Soldat to take charge of the department of Romance languages at Allegheny College, Meadville, Pa.

R. M. P.

Here is the original of an item that appeared in the March *Journal*: "Académico correspondiente en los Estados Unidos. —En la junta del 11 del presente mes quedó elegido académico correspondiente de la Real Academia Española en los Estados Unidos el sabio hispanista, profesor don Elijah Clarence Hills, que durante varios años fué bibliotecario de la Sociedad Hispánica o Española de Nueva York, y ha publicado un gran número de obras relativas a la literatura y a la lengua castellanas."—*Boletín de la Real Academia Española, Diciembre de 1919* (pág. 776).

The director of the National Peabody Foundation for International Educational Correspondence (see *Journal* for November, 1919) writes:

1. All requests for educational correspondents sent to France will hereafter be referred by Mr. Garnier to the National Bureau. Individual efforts on the part of teachers in securing French correspondents is discouraged. The national organization can keep a complete record and thus guarantee against any improper use of the correspondence only if all material passes through its channels.

2. We are now receiving thousands of enrollments from France, girls and boys being enrolled in about equal numbers. The American enrollments should reach 100,000 before the close of another year. About 10,000 are now enrolled. The Bureau serves also college students and private and commercial classes.

3. The "short term correspondent" who wishes to exchange letters in special subjects, such as homes of poets, museums, etc., will be found, no doubt, in considerable numbers. The Bureau is ready to serve groups of such persons.

4. All French letters discarded by classes should be sent at intervals by teachers to the Bureau. They will be used in preparing articles and bulletins to be published for the benefit of teachers.

Suggestions will be welcomed from all sources.

Members of the modern language profession may be interested in an undertaking which the Mayo brothers have recently launched at Rochester, Minn. Fearing that the agitation against the study of German which resulted from the war might have serious consequences for the progress of medical science, they have decided to employ a trained language man as a translator of such important treatises as ought to be available to American students of medicine; it is understood that they expect to finance the publication of such translations. It is a full time position, and is generously conceived both as to conditions of work and salary. The first incumbent was Mr. John C. Blanke-

nagel, Ph.D., Wisconsin, who has now accepted a position in the modern language department of the University of Montana. His successor in the Mayo clinic is Mr. Franz J. Graber, also a Wisconsin graduate.

Enrollments in modern languages at the University of Wisconsin for the second semester are approximately as follows: French, 2,400; Spanish, 1,700; German, 400; Italian, 25. The number of instructors at present employed is: for French, 30; for Spanish, 22; for German, 7; for Italian, 1.

The annual meeting of the Modern Language Teachers of Wisconsin is to be held at Madison early in April. President Purin of the Milwaukee Normal School is now busy making arrangements for the program.

Jonesboro, Arkansas, citizens have shown their loyalty by a voluntary plan of taxation, raising thereby \$28,000 for the needs of the schools of that city. This is called the "Jonesboro plan" and is being followed by other progressive towns. The directors of education in the leading cities of the state are making definite efforts to increase the salaries of their teachers and to improve school equipment.

The death of George B. Cook, for many years Superintendent of Public Instruction of Arkansas, removes a faithful official whom the teachers of the state remember as a genial friend and leader in educational affairs.

Ouachita College, Arkadelphia, is planning four large new buildings to accommodate her students next year.

The high school at Blytheville is making use of French Victrola records. Short stories are given to the class to memorize, prepared with the help of the records as a special aid to good pronunciation.

Little Rock has organized three French Clubs and two Spanish Clubs: "Los Hijos de la Alhambra" and "El Club Hispano-Americano." A recent program upon Ibáñez was very interesting.

### *"Lame Ducks" Once More!*

A correspondent writes from the north-west: "I am glad to state that the Tacoma High Schools are an exception to the statement made in the December, 1919, issue of the *Journal*, that all the departments of Modern Languages in the United States are 'the department of lame ducks.' Every teacher of modern languages in the Tacoma schools has had special training for that work. Of the teachers of French, one is a native Frenchwoman

who is a graduate of the Sorbonne and had two years' work at the University of Vienna. All the others but one have studied French abroad; that one has her master's degree in French, practically all her work being done under instructors whose native language is French. The teachers of Spanish are also well prepared. Three have studied Spanish in Europe, Cuba or South America; one has spent several summers in California under some of the best Spanish teachers available. Another has done all her work in Spanish under native Chileans, one of them being a former professor of history in the University of Santiago, the other a graduate of the Naval Academy of Chile. Nearly all of the teachers in the department have studied from three to seven foreign languages."

There has recently been established in Italy an Istituto per la Propaganda della Cultura Italiana, with headquarters in Rome at 5, Campidoglio. The President of this institution is the Minister of Public Instruction; the Executive Committee is composed of three well-known men, among whom A. F. Formigini is the leading spirit; and the Advisory Board includes such men as Guido Biagi and Benedetto Croce.

Its purposes are to intensify intellectual activity in Italy itself, in various ways, and to make that activity known in other countries, in particular by arranging for translations of the most notable current Italian works, and by the diffusion of accurate and interesting bibliographical information.

The organ for the diffusion of this information is a monthly periodical called *L'Italia Che Scrive*. This periodical consists of about twenty pages each month, and contains sketches of modern Italian writers, both in literary and scientific fields; bibliographies of their works; miscellaneous articles of bookish interest; series of short articles dealing with the various Italian universities, academies and other educational institutions; a large number of brief reviews of recent works of all sorts; a series of interesting paragraphs contributed by contemporary authors and dealing with their own plans and experiences; a very complete bibliographical list of all Italian books of the month; news of the activities of the Institute; and a large number of publishers' advertisements. The periodical thus gives a remarkably complete survey of Italian intellectual activity; and it gives it in a very interesting and compact form.

Subscription to this periodical costs only five lire a year.

Membership in the Istituto costs ten lire a year, and carries with it a free subscription to the periodical.

#### *Notes from Foreign Reviews*

The December issue of *Modern Languages* touches on the feeling in England that the teaching profession is the most under-

paid of professions, contains an interesting article entitled, "Britain as an Italian Province," in which the author shows how thoroughly latinized Britain was by the fifth century, publishes brief reviews of some recent French poetry and fiction, contains a short account of the disappointment of the English teachers who went to Burgos to attend the vacation courses in Spanish, and gives a short bibliography of texts in modern languages.

It is of interest, at a time when the demand for the suppression in America of schools in which all instruction is given in a foreign language is so imperious, to read in the address of the president of the *Association des Professeurs de Langues Vivantes* his belief that only by such instruction can we attain in foreign language teaching the results that are demanded by the public and aimed at by partisans of the Direct Method. He makes the excellent point that a greater virtuosity is expected of the pupil who has completed a course in a foreign language than from one who has done equal work in another subject, and asserts that this virtuosity can be attained only by more time in the subject than the present class system can possibly permit (*Les Langues Modernes*, 1919, No. 1).

The same journal (1919, No. 2) quotes an amusing example of how the Frenchman attached as interpreter to a unit of the British army put into English, for the benefit of his commanding officer, a claim for damages arising from a football game played in a pasture field, of which two sentences are: "Those games do damage to the ground in those two places which I remark that the herb is root out and shall not grow against. My claim stay without answer." The contributor adds that during his long assignment to the British army he observed that about one interpreter out of twenty knew English. On the other hand, Professor Loiseaux of Toulouse, who acted as interpreter for nearly four years, found that the results of the Direct Method in preparing interpreters who could speak and understand German were better than he expected—whatever that may mean!—but that the candidates wrote poorly.

The question whether the requirement of a composition in the foreign tongue for the baccalaureate shall give way to a translation test supplemented by an explanation in the foreign tongue of certain words and expressions and answers to questions of a literary nature, or perhaps by the old-fashioned theme, or translation into the foreign tongue, was being eagerly discussed in France in 1919 (See *Langues Modernes*, Nos. 1, 2) with a tendency on the part of the profession to answer the question in the affirmative.

The October-November issue of this *Journal* contains a vigorous plea by Ernest Lavisse for the continuation of the study of German by French pupils. Mr. Lavisse bases his arguments on commercial and intellectual grounds. Though no Germanophile, as is well known, he asks: "Allons-nous prétendre effacer les grands noms inscrits dans l'histoire de l'humanité par les penseurs et les artistes de l'Allemagne?"

In an article in the *Revue Universitaire* (1919, No. 5) Professor Weil of Caen outlines the history of modern language teaching in France. For the first forty years of the nineteenth century there was no organized attempt to give foreign language instruction in French lycées and collèges, and Duruy was the first minister to face the situation squarely and recognize that competent native teachers would have to be trained before the situation could be materially improved (1863). It was the Franco-Prussian War that shocked the French public into understanding their linguistic deficiency, and made them take language instruction seriously. Professors were still few, chiefly foreigners who understood neither their pupils nor the technique of the task which they had undertaken, but when once the general demand existed, capable native instructors were forthcoming in time. A sentence from this article is worth quoting: "La plupart des professeurs n'étaient pas des Français. On avait chez nous ce préjugé, disparu depuis peu, qu'un Allemand était toujours capable d'enseigner l'allemand, et un Anglais d'enseigner l'anglais: c'est ainsi qu'aujourd'hui, dans certains pays du Nouveau Monde, quelques Français, après avoir été coiffeurs ou palefreniers, se font accepter comme professeurs de langue française." We are glad to tell Professor Weil that for *aujourd'hui* he should have written *hier*, and for *font*, the better form would be *faisaient*.

The *Revue de l'Enseignement des Langues Vivantes* (No. 1, 1919) contains a notice of the death of A. Wolfrohm, who founded this journal in 1884 when professor at the lycée of Havre. An Alsacian, who had fought for France in 1870, M. Wolfrohm began teaching soon after the struggle, and was closely associated with the development of foreign language instruction in its most difficult period.

The same journal (No. 2) contains an eloquent obituary notice by Professor Legouis of Miss Edith Williams, founder in 1896 of the *Guilde Internationale*.

Professor Loiseaux of Toulouse contributes to the discussion of the results of the Direct Method in France his observation and that of another *universitaire* that the young men who were assigned to duties as interpreters or as instructors with English speaking

troops showed very considerable ability as linguists. He concludes that the method has not failed, though it has not given the results that were claimed for it.

The French students in America are sending home many comments on their observations here. In *R. L. V.* for June, 1919, is an article made up of phrases from many letters, all of which indicate that these young adventurers found hearty welcomes, whether in Baltimore or Walla Walla, and that they observed the new educational phenomena about them with sympathetic, though somewhat blinking eyes.

In another issue (1919, No. 11) of *R. L. V.* are some "Notes prises au cours de Pédagogie" bearing on various types of exercises: copying a text already studied, dictation of a familiar passage, reproduction in the foreign tongue of familiar matter, written résumés of assigned passages, paraphrases in prose of a poem. The last three and several other types of exercise are grouped under the head of *rédaction*, which term includes all the types of written work in the foreign tongue. This page contains nothing new, but a good many definite suggestions.

A chair of Spanish has been established at the Sorbonne of which Professor Martinenche, well known to Hispanists in this country, is the first incumbent. Henri Mérimée has been made professor of Spanish at the University of Toulouse in succession to Ernest Mérimée, retired.

It appears from an article by Th. Schoningh in *Die Neueren Sprachen* (1919, Nos. 1, 2) that the question of foreign language instruction is being as vigorously debated in Germany as elsewhere. A number of schoolmen are demanding that the study of foreign language be appreciably reduced in German schools, the time gained to be devoted to the mother tongue. The writer of the article, after citing a number of utterances to this end, makes a vigorous argument that Germans need foreign language study now more than ever. He admits that the time spent on composition in the foreign tongue may be well reduced, and holds that the main effort should be to study the psychology of other nations through representative writings.

This number contains also an interesting sketch of the pedagogic activity of Max Walter, who has been for more than twenty-five years head of the Frankfort Musterschule. The writer traces Walter's evolution from the date of his first arrival in England (1871) at the age of 21: his meditations on the mistakes made by English boys learning German, which led him to accept the theory of the study of sounds by the phonetic method; the



conclusions he drew from the reception give his grammatical English as to the type of language that should be taught to beginners; and how they led him to regard as the correct procedure *imitation*, rather than *comparison* through translation.

Romance philologists will be interested in the "solving of the riddle of the origin" of *aller*, *andare*, and *andar* by W. Ricken in Nos. 1-2, 3-4 of this journal. The first is (one would write *serait* in French) from *alare* a "correctly formed Latin word, though little used, especially in writing," found as a component of *ambulare*; the other two are from *in-viam-se-dare* = *in viam dari* > *inviam-dar*.

H. Schmidt publishes in Nos. 3-4 a continuation of his studies on French syntax in which it is his purpose to contrast actual usage with the teachings of the school books. The present study bears on the omission of subject personal pronouns; the use as subjects of *moi*, *toi* qualified by *seul*, of *vous-même*; on the occurrence of sentences like "ta cousine et toi n'avez aucune différence d'âge: je vous l'avais bien dit, qu'ils ne se battraient pas; Qu'est-ce que tu penses de moi?—Je suis sûre que tu *en* penses bien du mal; Je croyais en toi, je n'y crois plus; Depuis un an on parle de *lui* (d'un tri-car)—en France; C'est eux qui lui commandèrent—; C'est elles qui t'ont empêché—; Mari Galande, la première, reprit conscience de *soi*. The article touches on many other points of equal interest in connection with the personal pronoun. Such studies should prove of great service to the writers of the school grammars of the future, who may thereby spare teachers and pupils some unnecessary labor. Readers of the *Journal* who find nothing new to say on problems of method would have ample field for their activities in making thorough investigations to determine what is actual usage in their special language in regard to some of the moot points, even in elementary syntax. Compare, for example, Schmidt's group of examples as to the position of the personal object pronoun, e.g., Elle semblait se fort bien porter.

In the same issue E. Lerch discusses the "two kinds of French Subjunctive": 1) the subjunctive of wish, and 2) the subjunctive of uncertainty, under which two heads he groups the whole treatment of this mood, and maintains that the matter is vastly simplified when so considered.

In the following issue (5-6) B. Herlet discusses at considerable length a set of six questions that had been proposed (in Nos. 3-4) for consideration at the coming *Reichsschulkonferenz* by officers of Neuphilologen-Verband. Five of these questions interest us:

1. Is instruction in German in need of strengthening; a) in general; b) from the point of view of modern language teaching?

2. What modern languages are to be taught in German secondary schools?

3. When shall the first language be begun?

4. In what order are modern languages to be put in the curriculum?

5. What shall be the goal of modern language teaching?

Mr. Herlet replies in sum as follows:

1. The first part of this question implies an increase in the amount of instruction in German at the expense of some other subject, presumably of foreign languages. There are no sound arguments for such a procedure.

2. English and French. Italian, Russian, Spanish as electives.

3. In the fifth school year.

4. French, because more highly inflected than English, more definitely organized grammatically, less difficult orthographically. Further, beginners usually like their second foreign language best, and as English is more important, it is well to profit by this fact in putting it second.

5. Partly practical, partly scientific. The practical aim should be to have the pupil become skilful in comprehending and reproducing the foreign sound, capable of understanding the written and spoken tongue, and of expressing orally and in writing his own and others' thoughts in the foreign language. The scientific aim should be to arouse interest in the phenomena of speech and to place the pupil in a position to appraise and enjoy foreign literary works.

*A Growl from the Business Manager*

I don't mind being blown sky high by an indignant subscriber who takes four pages to let me know that the December number was lost in the mail. I don't mind the passionate remonstrances of a lady who writes me in a backhand that nobody in the office can decipher. I have endured with becoming equanimity and fortitude the errors of printers and expressmen, but, among friends, the following *cogit capram meam*, as Demosthenes would phrase it: [Postal card: *mutatis mutandis*.]

Washington High School,  
January 27, 1920.

Mr. George Banta.

Dear Sir:

We are obliged to discontinue our subscription to the *Modern Language Journal* owing to shortage of funds, but we have received the January number, so think you should be notified to send no more.

K. Smith.

Unfortunately the postmark is so blurred that it is impossible to find out where the postal card came from. Query: Why don't

folks state post office address in communicating with a business manager regarding business matters?

Without prejudice to Smith, it may be safely said that while his views as to the ethics of notification in such cases are impeccable, his chronology is hopelessly wrong. Query: Why didn't he speak before? Why should October, November and December numbers of the *Journal* be required to waste their sweetness on the desert air of the Dead Letter Office when they might be fructifying the intellect of some prospective subscriber *in partibus infidelium*? Paraphrasing the jargon of Political Economy, Smith's qualms of conscience are not effective qualms.

Mr. Banta is not the Business Manager; the name and address of that unfortunate individual appear in every issue of the *Journal*.

The *Modern Language Bulletin*, Vol. V, No. 1, published in Los Angeles by the M. L. A. of Southern California, and edited by C. A. Wheeler, has just been received. It contains a number of official notices, mention of publications in the language field, "Notes," and the membership list of the Association, which has now fifty-nine members.

#### SUMMER COURSES FOR FOREIGNERS IN MADRID

For nine years the "Junta para Ampliación de Estudios," an organization established by the Ministry of Public Instruction, in co-operation with the Centro de Estudios Historicos and members of the Faculty of the University of Madrid has been offering courses in Spanish Language, Literature, History and Art to foreigners.

These courses, of an eminently practical character, have enjoyed great success in past years. Many teachers and students of Spanish in Europe and America have taken advantage of the opportunity thus offered them to come into contact with the intellectual life of Spain, to become acquainted at first hand with her customs, to admire the artistic treasures of her old cities, to perfect themselves in Spanish; in a word, to acquire a more intimate comprehension of what Spain really is.

The ninth Summer Course for Foreigners will be held this year in Madrid from the 24th of July to the 4th of September. Experienced teachers under the direction of Sr. D. Ramon Menendez Pidal will give courses of lectures on grammar, phonetics, literature, history, art, geography and general topics dealing with Spanish life. There will also be practical classes for the analysis of literary texts and exercises in conversation, composition and translation.

Visits to the principal museums and art collections of Madrid and trips to the royal palaces and cities of artistic interest lying near Madrid, such as the Escorial, Toledo, Avila, and Segovia,

will be organized. At the conclusion of the course, the Junta will give the matriculated students a Certificate of Attendance and if they care to take the final examinations, a Certificate of Competence, where official statement is made of their knowledge of the Castilian language.

Duly authorized by the "Junta para Ampliación de Estudios," and for the purpose of facilitating the attendance of American students and teachers, a general excursion to Spain is being organized under the management of Professors Joaquin Ortega of the University of Wisconsin, Clarence E. Parmenter of the University of Chicago and Srta. Carolina Marcial Dorado of Bryn Mawr College, who, being familiar with the needs of the American traveler and the characteristics of Spanish life, will be in a position to give the travelers efficient aid, helping them to solve any difficulties that may arise, giving them necessary information regarding their studies and establishing a cordial friendship among the members of the party by means of informal lectures in Spanish.

For the lodging of the American excursionists the magnificent buildings of the Residencia de Estudiantes, erected some four years ago and having all modern improvements, have been secured. The Residencia is situated on the heights of the Castellana, the most fashionable district of Madrid. Provisions have also been made for meals to be served in the Residencia. Several young Spanish men and women will stay at the Residencia, preside at the tables and converse with the students when these are free from their class room duties.

A price per person will be fixed which will cover *all expenses* including passage, railroad fares, hotels, tips, lodging in the Residencia; the privilege of Spanish conversation with special instructors at the Residencia, matriculation fees in the courses of the "Junta para Ampliación de Estudios," books and study materials, such extraordinary expenses as trips in Spain, etc., etc., thus avoiding all troubles and annoyances connected with a trip of this sort for the students.

If a considerable number of teachers should be unable to attend the course on the above mentioned dates (July 24 to Sept. 4) it is very probable that the "Junta para Ampliación de Estudios" would organize a similar course from July 10 to Aug. 21. Those who are interested in securing information will kindly mention which of the two dates they prefer.

All who are interested in the plan and who would like to become members of the party should communicate as soon as possible with Professor Joaquin Ortega, Spanish Bureau, The Institute of International Education, 419 W. 117 St., New York City, as the party will be limited. To those who prefer to make the trip alone, Professor Ortega will be glad to give all the information at his disposal regarding the expenses of the trip.